DOCUMENT RESUME

ED 330 952 CG 023 295

AUTHOR Rhyne, Maureen Culkin
TITLE The Effects of Parental Mid-life Divorce on Young Adult Development.
PUB DATE Nov 90
NOTE 24p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Students; *Divorce; Higher Education; *Individual Development; *Parent Child Relationship; *Young Adults

ABSTRACT

This study examined the effect of parental divorce on the affective development of young adults, in order to assess the needs of this group for guidance, support, services, policies, and legislation. Undergraduates (n=330) at five universities in Southern California were divided into a target group (n=37) whose parents had separated in the past 5 years; another target group (n=55) whose parents had been separated for 6 or more years; and a remaining comparison group (n=238). The following instruments were administered: the Student Developmental Task and Lifestyle Inventory; the Moos Family Environment Scale (Moos & Moos, 1974); the Life Change Inventory and the Young Adult Affect Scale, along with a questionnaire on demographics, the parent-student relationship; and the students' perception of the parents' relationship. No significant group differences were found for the developmental tasks of establishing and clarifying purpose and academic autonomy, whereas when the recent target group was divided into very recent and later recent groups, the very recent target group showed decreased capacity for developing mature interpersonal relationships. Parent-child relationships were also adversely affected by recent divorce; particularly for fathers. Implications of this study for practice are enumerated for college counseling centers, family life educators, college personnel, church-affiliated campuses, legislators, family law attorneys, and family life researchers. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED330952

The Effects of Parental Mid-life Divorce on Young Adult Development

Presented at the National Council on Family Relations
Annual Conference, Seattle, Washington, November 14, 1990.

Maureen Culkin Rhyne Ph.D.
Director, Behavioral Sciences
Memorial Family Medicine
2701 Atlantic Avenue
Long Beach, California 90801-1428

CG023295

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maureen Culkin Rhyne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Research on divorcing families has focused on the effects of parental divorce on children under the age of 18 (Guidabaldi, Cleminshaw, Perry, & McLoughlin, 1983; Hetherington, Cox, & Cox, 1978, 1982, 1983, 1985; Nolen-Hoeksema, Seligman, & Girgus, 1989; Wallerstein & Kelly, 1980; Zaslow, 1988). Studies which have looked at the effects of parental divorce on young adults have examined the long term effects of a divorce which occurred at an earlier age (Drill, 1987; Farber, Primavera, & Felner, 1983; Glen & Kramer, 1985; Greenberg & Nay,1982; Lopez, Campbell, & Watkins, 1988; Shook & Jurich, 1989; Southworth & Schwartz, 1987). It has only been recently that researchers have considered addressing and controlling for the effects of parental mid-life divorce on the young adult population.

The purpose of this study was to determine the impact of parental mid-life divorce on the development of young adults. It was hoped that results from this study at the micro level might help professionals such as psychologists, therapists, college professors, health care providers, family law attorneys, and legislators who deal with this population directly or indirectly, to be more sensitive to the needs of this group and to provide the needed guidance, support, services, policies, and legislation. At the macro level, it was hoped that results would add to the body of knowledge on divorcing families.

Theoretical Framework

Pertinent to this study was an understanding of the phenomenon of mid-life divorce. By this stage in life, family organizational patterns have been in existence for a long period of time and are usually quite stable (Ahrons & Rodgers, 1987; Deckert & Langlier, 1978; Hagestad, Smyer, & Steirman, 1984). Family traditions and rituals serve as a source of security and continuity over the years. The celebration and observation of holidays and certain marker events such as graduations, weddings, and birthdays may not measure up to fantasied perfection, but they do provide a structure for shared observation and acknowledgement of being connected to a family. Disruption of these patterns by parental divorce may precipitate concern about family continuity (Ahrons & Rodgers, 1987).

Mid-life divorcing couples often are unprepared for the degree of stress which marital disruption will precipitate (Ahrons & Rodgers, 1987; Deckert & Langlier, 1978; Hagestad et al, 1984). Couples who have separated/divorced after a long term marriage have gone against societal norms and expectations for their cohort. Because of this, there may be less community and extended family support available (Cooney, 1988).

Previously, divorce was researched and clinically viewed from a pathological perspective. Only rcently has it been acknowledged that separation/divorce is a major stressful life event experienced by many men and women (Ahrons and Rodgers, 1987; Price, 1990). The recency of this paradigm shift warrants skepticism regarding its incorporation by the professional as well as the lay community. Furthermore, when coupled with the 'out-of-synch' occurrence of mid-life divorce in contrast to the modal divorce that occurs after seven years or less of marriage, there may be a greater tendency to pathologize divorce at this time in the life cycle. The pathological prism has an impact on the experience for all concerned.

In addition to the phenomenon of mid-life divorce, it is important to have an appreciation for the young adult transition from childhood/adolescence to early adulthood. Levinson, Darrow, Klein, Levinson, and McKee (1978) viewed the young adult transition as one of life's four major life transitions. It is considered a critical stage in development. Levinson et al. emphasized two major developmental tasks for this period. The first entails leaving the pre-adult world and terminating the adolescent life structure. It is necessary for young adults to modify existing relationships with parents. The emergence of a more mature self is important in this process which involves many separations, losses, and transformations.

The second task described by Levinson et al. (1978) dealt with the need for the young adult to take a preliminary step into the adult world. This entails exploring the possibilities and opportunitites offered by the adult world and to imagine being a participant in it. It is necessary to make tentative choices and test them out before fully entering the adult world.

Successful mastery of these developmental challenges leads to happiness and success at later tasks. The present study asked what happens when the situational crisis of parental divorce is superimposed on the developmental crisis of the young adult transition?

Review of the Literature

Early literature citations arose from the clinical and administrative concerns of the authors rather than from an empirical basis (Hillard, 1984: Juhan, 1980). These observations and concerns prompted the emergence of educational, supportive, and intervention modalities. Johnson (1987) developed a workshop for college counselors and other support staff to highlight the issues which often existed for students from separated/divorced families.

Researchers have begun to gather empirical evidence about the experience of college students whose parents have separated/divorced within the recent past. Ahrons, Bearson, Fierberg, Leon, Lyons, Satenberg, and Sievert (1986) conducted an exploratory study with 30 college students (18 females, 12 males) 19 to 26 years old whose parents had divorced within the past five years. Participants reported feeling a "sense of loss" and a "sense of being alone" immediately after the divorce. Depression was reported by more than half the sample.

Cooney, Smyer, Hagestad, and Klock (1986) studied 18 males and 21 females who were between the ages of 18 and 23, and had experienced their parents' divorce within three years prior to the study. Students in her study who reported negative changes in their relationships with their parents clearly noted the divorce as the causative factor. Loyalty conflicts, worry about parents, and concern for the parents' future were salient issues. Anger towards parents upon hearing about the divorce was frequently reported.

Kaufman (1987) based her work on the Cooney et al. (1986) study and examined gender differences in the response of young adults to their parents' divorce. She found that fathers were more frequently the target of anger for both male and female subjects. The intensity of the anger towards father was higher than it was towards mother (Kaufman, 1987). Burden and loyalty conflicts were issues for these students. More than one half reported a diminished sense of well-being, and one third experienced a decrease in self esteem. Collapsing the findings related to gender differences, Kaufman found an interesting pattern. The hypotheses which related to the stereotypical positive characteristics of both men and women tended to be supported, while the negative stereotypes were not.

Enough information had emerged from the preliminary studies, to include a comparison group and to use a standardized inventory in this present study to determine if

developmental disparities exist. Inclusion of a comparison group helps to take into account the simultaneous cohort effects, such as the normal improvement in parent-child relationships as the children go off to college. Further, the inclusion of a comparison group serves to ground the results and increases the strength of the findings.

Method

This was a nonexperimental research design. A survey format was employed. The independent variables were year in college, gender, and group. The dependent variables were: establishing and clarifying purpose, developing mature interpersonal relationships, academic autonomy, salubrious lifestyle, intimacy, recent life changes, and affect.

Data were collected at five universities in the southern California area. The sample included 330 undergraduates who volunteered as participants. They ranged in age between 18 and 26 (M=19.87: SD=1.606). Of these 37 participants were in the recent target group (those students whose parents had separated within the past five years), 55 were in the distant target group (those students whose parents had been separated for six or more years) and 238 participants in the comparison group (those students whose parents were married to each other and living together). Using the definition of mid-life divorce as any marriage that ends after 15 years or more (Lloyd & Zick, 1986) 100% of the recent target group (n=37) and 45% of the combined target group (n=92) fell into the category of mid-life divorce.

The following were the research questions:

1. Is there a difference between the Target and Comparison groups on developmental status?
2. Is there a difference between the Target and Comparison groups in parent-child relationships?
3. Does the respondents' perception of family cohesion or conflict in their family of origin influence their developmental progress?
4. Is there a difference between the Target and Comparison groups in affective response and life change?

Instruments

The following instruments were used in this study: the Student Developmental Task and Lifestyle Inventory (Winston, Miller, & Prince, 1987), the cohesion and conflict subscales of the Moos Family Environment Scale (Moos & Moos, 1974), the Life Change Inventory (Constantini, Davis, Braun, & Iervolino, 1974), the Young Adult Affect Scale (Rhyne, 1990) and a questionnaire developed by the researcher.

Student Developmental Task and Lifestyle Inventory

The Student Developmental Task and Lifestyle Inventory (SDTLI) was used to measure the participants' progress on the developmental tasks inherent in the young adult transition. Based on the work of Havinghurst (1952) and Chickering (1969), this instrument was normed on a national sample of 1200 undergraduate college students. Test-retest reliability was .80. Cronbach's coefficient alpha for the total inventory is .93. Extensive validity studies reveal that with the exception of the intimacy scale which is newer and has limited validity data, this is a valid instrument (Winston, 1990). The SDTLI includes the Establishing and Clarifying Purpose Task, the Developing Mature Interpersonal Relationships Task, the Academic Autonomy Task, the Salubrious Lifestyle Scale, and the Intimacy Scale.

The Establishing and Clarifying Purpose Task (PUR) measures the degree to which subjects have explored educational goals and plans; have integrated self-knowledge with career options, thus making appropriate career plans; and have committed to a personal direction for their lives which is harmonious with their values, future family plans, and career and educational objectives (Winston, Miller, & Prince, 1987).

The Developing Mature Interpersonal Relationships Tasks (MIR) assesses the degree to which students can be independent, open, and engaged in trusting relationships with peers. Higher scores on this task reveal that students do not require constant approval from peers, and that they depend on parents only minimally for decision making (Winston, Miller, & Prince, 1987).

The Academic Autonomy Task measures the capacity to handle ambiguity, to attain goals, and to fulfill responsibilities (Winston, Miller, & Prince, 1987).

The Salubrious Lifestyle Scale measures the degree to which the student's lifestyle is compatible with good health. Included in this scale is eating nutritious well balanced meal, maintaining appropriate weight for height, exercising, getting sufficient sleep, positive stress managing skills and generally feeling good about personal appearance (Winston, Miller, & Prince, 1987).

The Intimacy Scale measures the degree to which the students incorporate mutual respect, honesty, and trust in their relationship with significant others. The ability to be uninhibited in the expression of fears, values, attitudes, wants and needs with a partner is addressed (Winston, Miller, & Prince, 1987).

The cohesion and conflict Subscales of the Moos Family Environment Scale.

The cohesion and conflict subscales of the Moos Family Environment Scale (Moos & Moos, 1974) were used to measure the participants' perception of their present family environment for the comparison group, and retrospective perception for the target groups. The reliability for these subscales in this population was alpha =.8093 for the cohesion subscale, and alpha =.7473 for the conflict subscale.

Life Change Inventory

The Life Change Inventory (LCI, Constantini, Davis, Braun, & Iervolino, 1974) was used to address concurrent changes or stressors which might confound the participants' responses. This instrument was adapted from the Holmes and Rahe (1967) inventory and tailored to the college student population. Initial test-retest reliability was .68 and .88. Cronbach's coefficient alpha was .87 (Constantini, Davis, Braun, & Iervolino, 1974).

Questionnaire Developed by the Researcher

A questionnaire was developed by the investigator to obtain demographic data, information about the students' relationship with their parents, and the students' perception of their parents' relationship with each other. Included in this questionnaire were Ahrons' typologies (Ahrons & Rodgers, 1987). Initially developed to describe the relationship between former spouses, it was adapted for this study to include married couples as well.

The Young Adult Affect Scale

The Young Adult Affect Scale (Rhyne, 1990) emerged following factor analysis on scales developed to measure feelings related to the subjects and their parents. These scales were based on the previous research on divorcing families and affective responses related to loss and depression as cited in the DSM III R (1987).

Six factors emerged, of these four had reliability levels suitable for research. Divided Loyalty (coeffecient alpha = .86), Conflict and Ambivalence Related to Parents (coefficient alpha =.79), Depression (coefficient alpha = .78), and Burden (coefficient alpha= .75) became the four subscales of this instrument.

Results

Developmental Status. MANOVA was performed using BMDP4V Statistical software (1988) to examine whether group membership significantly affected the developemental tasks and scales on the SDTLI. Multivariate test of group differences were not significant (See table 1).

A further analysis was performed. The recent target group was divided in two. One half included those students whose parents had separated or divorced 0-3 years ago. The other half included those students whose parents had separated/divorced 4-5 years ago. A t-test was computed to compare mean differences. A significant difference emerged on MIR, $t=-3.14$ ($df=34$; $p<.05$). The means for students whose parents separated/divorced 0-3 years ago was more than three points lower ($M=16.1667$, $SD=3.185$) than for the group whose parents separated 4-5 years ago ($M=19.722$; $SD=3.594$). See table 2. ANOVA using SPSS (1988) was performed to control for year in school. Group differences were upheld and were not due to year in school, $t=2.9$ ($df=1$, $p<.05$).

No previous study was found which quantified the impact of parental divorce on young adult development.

Cohesion/conflit in Family of Origin. MANOVA was performed to determine if there was an interaction between cohesion, conflict, and parental marital status and the dependent variables. No significant interaction was found. Multivariate test of group differences was not significant, $t<1.0$ ($df=10$).

Parent-child Relationships. Parental separation/divorce did not alter the mother-adult-child relationship but did alter the father adult-child-relationship (see tables 3 & 4).

MANOVA was performed on the subscales of the Young Adult Affect Scale. The omnibus F test of multivariate group differences was significant for divided loyalty, ($p<.05$), conflict and ambivalence related to parents ($p<.05$), and burden ($p<.05$). See table 5.

A one-way ANOVA using SPSS was performed on the subscales found significant in MANOVA. Divided Loyalty was significant at the .05 level. Each group was significantly different from the other on this factor. Burden was significant ($p<.05$). The differences were greatest between the recent target group and the comparison group. The recent and distant target groups were not significantly different from each other. The distant target group was not significantly different from the comparison group. Conflict and Ambivalence Related to Parents was significant ($p<.05$).

The recent and distant target groups were significantly different from the comparison group ($p<.05$), but were not significantly different from each other.

Using the chi-square statistic no significant differences were found related to being angry with mother based on group membership. By comparison the chi-square of 67.28 ($df=8$; $p<.05$) was significant for being angry with father based on group membership. The combined rate of being angry with father at the "frequently" and "always" levels is nearly double that for mothers in the recent target group (40.5% vs 21.6%), and triple in the distant target group (44.5% vs 14.8%). The rates are almost equal in the comparison group.

The relationship between financial support, father's annual income, and group membership was examined. Chi-square of 16.01 ($df=4$; $p<.05$) was significant for the distant target group and for the comparison group, chi-square was 18.4 ($df=4$: $p<.05$) supporting the relationship between father's income and financial support for both these groups. This relationship was not present for the recent target group. Chi-square was insignificant ($p>.05$).

Affect. MANOVA revealed no significant differences between groups on depression ($p>.05$)

Recent Life Change. One-way ANOVA using SPSS was performed to compare group means on the LCI. No significant differences were found between groups ($p>.05$).

Parental Relationships. Using Ahrons' typologies as an indicator of functional and dysfunctional family systems (Ahrons & Rodgers, 1987), 30% of the recent target group had reorganized into nonhostile/ functional systems, and 70% had reorganized into hostile/dysfunctional systems. The distant target group reported rates of 45% and 55% respectively for functional and dysfunctional systems.

Siblings. In this target sample of 80 participants who had siblings, the earlier the birth order in their families the more likely they were to report that their siblings were more affected by their parents' separation than they were. The later the birth order of the subjects the more likely they were to report that their siblings were less affected by the separation/divorce. See table 6.

Discussion

The lack of group differences on the developmental tasks of Establishing and Clarifying Purpose and Academic Autonomy may provide important information regarding the experience of college students and the occurrence of parental divorce. For students in this study, involvement in their course work and future plans may be an insulating factor or a constant in their lives which provides continuity in the midst of family disequilibrium and reorganization. In fact, it may be the one area where there is stability and a sense of their being in control (ie. if I study, do the assignments, and fulfill requirements, I will get a grade, earn a degree, qualify for such and such position etc). There was no information regarding the students' actual school performance or correlation with their answers on the SDTLI to their past or current GPA. Therefore this finding should not be interpreted to mean that there is no impact upon school performance or student grades by parental divorce. Still the absence of group differences on these two developmental tasks is noteworthy. The fact that the lack of group differences was maintained even when the recent target group was subdivided and comparisons were made between the very recent and later recent groups, further points to the stability of these tasks for this sample.

Significant differences appeared on Developing Mature Interpersonal Relationships when the recent target group was divided into very recent, and later recent. For the very recent target group there is a decreased capacity in this area. Perhaps the experience of parental separation/divorce in the recent past undermines ones ability to be available in an open honest

vulnerable way. Confidence in lasting relationships may be lessened. The availability of parents and their commitment to the family may be doubted. Or the lower score may indicate a healthy response of self-protecting, self-nurturing and healing at a very stressful time. The cross-sectional data indicate that this response is time limited.

In the area of parent-child relationships, the mother-adult-child bond was reported the strongest in this study which conforms with the findings in Cooney et al. (1986) and Kaufman (1987). In many tradtional families where men have been groomed to be breadwinners and the women caretakers of the children, there is feeling of misunderstanding that exists during separation/divorce. Fathers often feel they have been working hard to support their families and prioritizing their family responsibilities over their own personal pleasures. Their children however often experience their fathers as being absent, taking care of work, etc. Mothers have been taught from an early age to be the nurturers of relationships (Chodorow, 1978). Even as more women enter the work force and hold demanding professional positions, they are keenly aware of day to day parental responsibilities in a way to which most fathers seem oblivious. Chodorow's (1978) thesis is that we socialize our women to be the nurturers, the "mothers". It is so insidious that it may take on the guise of a genetic nature.

Augustus Napier (1986) delivered a compelling keynote address at the National Council on Family Relations annual meeting. He pointed out that the fathers of today and tomorrow need to father their children, not as they had been fathered, but as they wished they had been fathered. In today's world much is lost for men, women, and their children when we tell men that being breadwinner is enough. Is it any wonder that this rift in father child relationships occurs during mid-life divorce? And is this the core of the breakdown in the relationship between father's income, and support to children for the recent target group? Clearly the traditional gender bound socialization process is ultimately problematic in family life. Personal lives and relationships rigidly bound with role expectations and responsibilities can undermine healthy family functioning (Myers, 1990).

While divided loyalty is greatest for the recent target group, it appears that this is an ongoing issue for divorced families. Burden in this study refers to the degree to which students worried about their parents and felt responsible for them. Feelings of burden were significant for

the recent target group. Burden does not appear to be a long term issue for those students whose parents separated/divorced six or more years ago.

The young adult children of separated/divorced parents in this study do not personalize or internalize their parents' separation. As a group they seem to mobilize their feelings and recognize that the conflict is external to them, at the same time they do not deny that it does impact them. They were no more likely to be depressed than students in the comparison group.

It would appear that family size and birth order have a bearing on the experience of mid-life divorce for college students. The larger the family, the later the birth order, the more likelihood of depleted resources. Indeed, parents may be worn out and ready to give up the parenting role, before their college student child is ready. The hastening of this process may be resented by the young adult who may be unsure how to deal with his/her feelings and the situation.

Fifty percent of the divorced spouses in Ahrons' binuclear family study (Ahrons & Rodgers, 1987) described their reorganized family systems as being non-hostile and functional. Forty-five percent of the young adults in the distant target group in the present study reported that their parents had reorganized into non-hostile functional systems. It is interesting to note the intergenerational concurrence of these findings.

Implications for Practice

The findings of this study provide clarification regarding the needs of young adults who experience parental mid-life divorce. The absence of developmental impairment and depression does not minimize the turmoil experienced by these young people. Professionals who work with this population, directly or indirectly can be sensitve to their needs and provide support and services.

College counseling centers can:

1. Provide workshops for students from separated/divorced families which focus on problem solving strategies related to divided loyalty, conflict and ambivalence related to parents, and burden.
2. Establish support groups for students from separated/divorced families.
3. Encourage therapists who work with clients from recently separated/divorced families to contract for a series of visits as opposed to appointments on "an as

needed basis". This approach would help the student gain a sense of stability and move beyond the repeated crisis mode.

4. Provide therapy which reframes roles, expectations, and plans for the future based on a new family structure.

Family Life Educators can:

1. Emphasize the importance of fathers being involved in the nurturing and raising of their children.
2. Develop/disseminate guidelines which encourage the respectful recognition, communication, and negotiation of individual needs within the family system. Explore constructive ways of addressing/resolving the conflict when individual and family needs are not in harmony.
3. Provide education and support specifically targeted for families in the midst of mid-life divorce.
4. Develop a "Dear Abby" type column in local newspapers and national family magazines which focuses on the concerns of divorced families. Day to day issues as well as issues related to major family events such as the upcoming wedding of a daughter can be presented.
5. Increase awareness that families who experience separation/divorce are as likely to reorganize into functional post-divorce family systems as dysfunctional ones.

College Administrators, Professors and Staff can:

1. Acknowledge and demonstrate sensitivity to the multi-faceted and varied issues experienced by numerous family forms. This can subtly be reflected in campus brochures and communication with current and prospective students. Picturing binuclear families, single parent families, and nuclear families at campus sponsored events can reflect and support this diversity.

Church-affiliated Campuses can:

1. Provide the opportunity to acknowledge the presence of separated/divorced students on campus in a supportive way.

2. Acknowledge that family life is complex. Students and faculty, regardless of religious affiliation should not assume that most students enrolled at these campuses are from 'happy together' homes. This belief reinforces the isolation experienced by students from separated/divorced families on these campuses.

Legislators can:

1. Create legislation which extends parental financial support to include young adult college students.

Family law attorneys can:

1. Encourage parents to financially support their young adult college students in accordance with their means.

Family life researchers can:

1. Replicate the present study using a larger target sample, especially the very recent and the later recent target groups.
2. Determine how young adults express their feelings with their parents related to the issues reported in this study ie. divided loyalty, conflict and ambivalence related to parents, burden etc.
3. Survey young adults at the community colleges, trade or technical schools, and those in the work force. What is the effect of parental divorce on their lives?

In conclusion, as we incorporate the findings of this study into the body of knowledge on divorcing families, it is important to maintain a holisitic point of view. While developmental progress is not impeded for young adults who experience parental mid-life divorce, and they are no more likely to become depressed than their counterparts from intact families, still these young adults experience considerable turmoil as critical issues emerge regarding the changes in family structure and their relationships with their parents. It is through the acknowledgment of both their strengths and stressors that we can best address the needs of this group.

References

Ahrons, C.R., Bearson, B., Fierberg, S., Leon, D., Lyons, M., Satenberg,N., Sievert, K. (1986). [Effects of mid-life divorce on young adult children]. Unpublished raw data.

Ahrons, C.R., & Rodgers, R.H. (1987). Divorced families: A multi-disciplinary developmental view. New York: W. W. Norton & Company.

American Psychiatric Association. (1987). Diagnostic and Statistical Manual of Mental Disorders (Third Edition - Revised). Washington, DC: Author.

Chickering, A. (1969). Education & identity. San Francisco: Jossey Bass.

Chodorow, N. (1978). The reproduction of mothering. Berkeley: University of California Press.

Constantini, A., Braun, J., Davis, J., & Iervolino, A. (1974). The life change inventory: A device for quantifying psychological magnitude of change experienced by college students. Psychological Reports, 34,991-1000.

Cooney, T.M., Smyer, M.A., Hagestad, G.O., & Klock, R. (1986). Parental divorce in young adulthood: Some preliminary findings. American Journal of Orthopsychiatry, 56, 470-477.

Cooney, T.M. (1988). Young adults and parental divorce: Exploring important issues.Human Relations, 41, 805-822.

Deckert, P., & Langlier, R. (1978). The late-divorce phenomenon: The causes and impact of ending 20 - year old or longer marriages. Journal of Divorce 1, 381-390.

Dixon, W.J. (Ed.). (1988). BMDP Statistical Software Manual, Volume 2. Los Angeles: University of California Press.

Drill, R.L. (1987). Young adult children of divorced parents: Depression and the perception of loss. In The divorce process: A handbook for clinicians. [Special issue]. Journal of Divorce, 11,169-187.

Farber, S., Primavera, J., & Felner, R.D. (1983). Older adolescents and parental divorce: Adjustment problems and mediators of coping. Journal of Divorce, 7, 59-75.

Glenn, N., & Kramer, K. (1985). The psychological well-being of adult children of divorce.Journal of Marriage and the Family 47, 905-912.

Greenberg, E., & Nay, W.R. (1982). The intergenerational transmission of marital instability reconsidered. Journalof Marriage and the Family.44, 336-347.

Guidubaldi, J., Cleminshaw, H.K., Perry, J.D., & Mcloughlin, C.S. (1983). The impact of parental divorce on children: Report of the nationwide NASP study. School Psychology Review 12, 300-323.

Hagestad, G., Smyer, M., & Stierman, K, (1984). The impact of divorce in middle age. In R. Cohen, B. Cohler, & S. Weissman (Eds.), Parenthood: Psychodynamic perspectives (pp.247-262). New York: Guilford Press.

Havinghurst, R. (1952). Developmental tasks and education. New York: Longmans, Green, & Co.

Hetherington,E.M., Cox, M. & Cox, R. (1978). The aftermath of divorce. In J.H. Stevenes, Jr. & M. Matthews (Eds.), Mother-Child, Father-Child Relations (pp. 110-155).Washington D.C.: National Association for the Education of Young Children.

Hetherington, E.M., Cox, M. & Cox, R. (1982). Effects of divorce on parents and children. In M.E. Lamb (ed.) Nontraditional Families: Parenting and Child Devleopment.(pp. 233-288). Hillsdale N.J.: Lawrence Erlbaum.

Hetherington, E.M., Cox, M. & Cox, R. (1983). Achievement and intellectual functioning of children in one-parent house holds. In J. Spence (ed.) Assessing Achievement (pp.206-284). San Francisco: W.H. Freeman.

Hetherington. E.M., Cox, M. & Cox, R. (1985). Long-term effects of divorce and remarriage on the adjustment of children. Journal of the American Academy of Child Psychiatry 24 (pp. 518-530).

Hillard, J.R. (1984). Reactions of college students to parental divorce. Psychiatric Annals, 14, 663-670.

Holmes, T.H., & Rahe, R.H.(1967). The social readjustment rating scale.Journal of Psychometric Research,11, 213-218.

Johnson, B.H. (1987, November). College students and parental separation/divorce: Issues and needs. Paper presented at the National Council on Family Relations. Atlanta, GA.

Juhan, G. (1980). Children of divorce on the college campus. Southern College Personnel Association Journal, 2, 14-20.

Kaufman, K.S. (1987). Parental separation and divorce during the college years: Gender differences in the response of young adults (Doctoral dissertation, Harvard University, 1987). Dissertation Abstracts International, 48, 2118B.

Levinson, D., Darrow. C., Klein. E., Levinson. M., & McKee, B. (1978). The seasons of a man's life. New York: Ballantine Books.

Lloyd, S.A., Zick, C.D. (1986). Divorce at mid and later life: Does the empirical evidence support the theory? Journal of Divorce, 9, 89-102.

Lopez, F. G., Campbell, V., & Watkins, C.E. (1988). The relation of parental divorce to college student development. Journal of Divorce, 1283-98.

Moos, R.H., & Moos, B.S. Family Environment Scale. Palo Alto: Consulting Psychologists Press.

Myers, M.F. (1989). Men and divorce. New York: The Guilford Press.

Napier, A. (1986, November). Generation to generation: The shaping of men in American society. Plenary session address at the National Council on Family Relations Annual Conference, Dearborn, Michigan.

Nolen-Hoeksema, S., Seligman, M., & Girgus, J.(1989, August). Predictors of the onset and course of depression in children. Paper presented at the American Psychological Association, New Orleans, LA.

Norusis, M.J., & SPSS Inc. (1988). SPSS/PC + Base Manual. Chicago: SPSS Inc.

Price, S. (1990). Divorce. In D.H.Olson, & M.K. Hanson (Eds.) NCFR presidential report 2001: Preparing families for the future. Minneapolis: Bolger Publications.

Rhyne, M.C. (1990). The effects of parental mid-life divorce on young adult development. (Doctoral dissertation, University of Southern California, 1990).

Shook, N., & Jurich, J. (1989, November). The effect of parental divorce on the self-esteem of young adult college students. Paper presented at the National Council of Family Relations, New Orleans, LA.

Southworth, S., & Schwarz, C. (1987). Post-divorce contact, relationship with father, and heterosexual trust in female college students. American Journal of Orthopsychiatry, 57, 371-381.

Wallerstein, J., & Kelly, J.B. (1980). Surviving the breakup. New York: Basic Books.

Winston, R., Miller, T., & Prince, J. (1987). Student developmental task and lifestyle inventory. Athens: Student Development Associates, Inc.

Winston, R.B. (1990). The student developmental task and lifestyle inventory: An approach to measuring students' psychosocial development. Journal of College Student Development, 31, 108-120.

Zaslow, M. (1988). Sex differences in children's response to parental divorce: 1. research methodology and postdivorce family forms. American Journal of Orthopsychiatry, 58, 355-378.

Table 1

An Evaluation of Group Differences on Subscales of the SDTLI Using Multivariate Analysis of Variance

Part I. Univariate Tests:

Variable	SS	df	MS	F-Score	p
Establishing & Clarifying Purpose	86.87	2,208	43.44	0.37	.6879
Intimacy	17.37	2,208	8.68	0.78	.4612
Developing Mature Interpersonal Relations	2.16	2,208	1.08	0.06	.9462
Academic Autonomy	1.96	2,208	0.98	0.17	.8454
Salubrious Lifestyle	13.68	2,208	6.84	1.52	.2207

Part II. Multivariate Test:

Wilks Lambda Likelihood Ratio	df	F-Score	p
.9713	10,408	0.60	.8163

Table 2

Comparison of Recent and Very Recent Groups on Subscales of the SDTLI and the Young Adult Affect Scale

Variable	Very Recent (N=18) X	S.D.	Later Recent (N=18) X	S.D.	t-value*
Establishing & Clarifying Purpose	42.1	9.0	43.3	6.7	-0.46
Academic Autonomy	5.0	1.7	5.0	2.6	0.00
Developing Mature Interpersonal Relationships	16.2	3.2	19.7	3.6	-3.14**
Salubrious Lifestyle	6.2	1.6	5.4	2.5	1.19
Intimacy	12.1	3.6	12.1	3.7	0.00
Divided Loyalty	15.2	6.4	14.6	4.9	0.29
Conflict & Ambivalence Related to Parents	19.5	5.7	17.8	5.1	0.95
Depression	20.7	4.5	20.2	3.6	0.37
Burden	10.9	3.1	10.0	2.9	0.89

*Bonferroni Alpha Level = .05/9 = .01
** $p \leq .01$

Table 3

Participants' Relationship with Parents Prior to Starting College

Group	Closer to Mother	Closer to Father	Equally Close to Both
Recent Target	59.5%	24.3%	16.2%
Distant Target	71.7%	11.3%	17.0%
Comparison	47.5%	8.8%	43.7%
Total	52.7%	11.0%	36.3%

Note: Chi-square = 25.34969
df = 4
p = .0000

Table 4

Participants Relationship with Parents Now

Group	Closer to Mother	Closer to Father	Equally Close to Both
Recent Target	62.2%	18.9%	18.9%
Distant Target	68.6%	2.0%	29.4%
Comparison	39.4%	7.8%	52.8%
Total	46.7%	8.2%	45.1%

Note: Chi-square = 28.92523
df = 4
p = .0000

Table 5

An Evaluation of Group Differences on Subscales of the Young Adult Affect Scale Using Multivariate Analysis of Variance

Part I: Univariate Tests:

Variable	SS	df	MS	F-Score	p
Divided Loyalty	1265.96	2,308	632.98	31.49	.0000
Conflict & Ambivalence Related to Parents	1141.64	2,308	570.82	30.51	.0000
Depression	45.96	2,308	22.98	1.42	.2445
Burden	134.02	2,308	67.01	6.22	.0023

Part II: Multivariate Test:

Wilks Lambda Likelihood Ratio	df	F-Score	p
.7498	8,610	11.81	.0000

Table 6

Participants' Perception of the Impact of Their Parents' Divorces on their Siblings

Sibling Affected	Participants Birth Order n	x	sd	min.	max.
More	23	1.35	.49	1.00	2.00
Less	12	3.00	1.21	1.00	5.00
About Same	45	2.36	1.58	1.00	9.00
Total	80	2.16	1.41	1.00	9.00

One Way Anova:	df	SS	MS	F-Score	p
Between Groups	2	25.36	12.68	7.42	.0011